

## J C Lynch Elementary

124 Hicks Road  
Coward, South Carolina 29530

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	374 Students	
<b>Principal</b>	Donna D. Goodwin	843-389-3323
<b>Superintendent</b>	Mrs. Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8043

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	59	42	3

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	Yes
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Average	Unsatisfactory	Yes

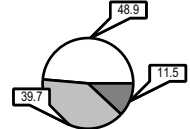
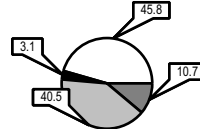
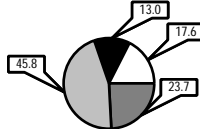
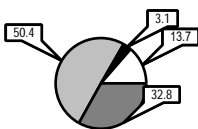
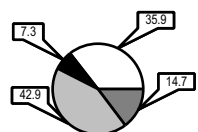
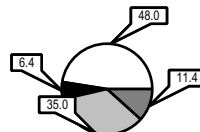
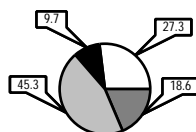
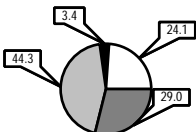
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	139	99.3	13.0	50.4	32.8	3.8	53.4	Yes	Yes
<b>Gender</b>									
Male	66	98.5	12.7	47.6	36.5	3.2	55.6	N/A	N/A
Female	73	100.0	13.2	52.9	29.4	4.4	51.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	104	99.0	10.3	52.6	32.0	5.2	56.7	Yes	Yes
African American	27	100.0	19.2	34.6	46.2	0.0	53.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	104	100.0	10.2	48.0	38.8	3.1	60.2	N/A	N/A
Disabled	35	97.1	21.2	57.6	15.2	6.1	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	138	99.3	13.1	50.0	33.1	3.8	53.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	99.2	12.2	48.8	35.0	4.1	56.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	108	99.1	14.0	51.0	30.0	5.0	53.0	Yes	Yes
Full-pay meals	31	100.0	9.7	48.4	41.9	0.0	54.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	139	100.0	17.4	45.5	23.5	13.6	55.3	Yes	Yes
<b>Gender</b>									
Male	66	100.0	14.1	39.1	28.1	18.8	64.1	N/A	N/A
Female	73	100.0	20.6	51.5	19.1	8.8	47.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	104	100.0	13.3	43.9	26.5	16.3	61.2	Yes	Yes
African American	27	100.0	30.8	53.8	7.7	7.7	34.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	104	100.0	11.2	48.0	25.5	15.3	62.2	N/A	N/A
Disabled	35	100.0	35.3	38.2	17.6	8.8	35.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	138	100.0	17.6	45.0	23.7	13.7	55.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	16.9	46.0	22.6	14.5	55.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	108	100.0	19.8	45.5	23.8	10.9	52.5	Yes	Yes
Full-pay meals	31	100.0	9.7	45.2	22.6	22.6	64.5	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	139	100.0	45.5	40.2	10.6	3.8	14.4
<b>Gender</b>							
Male	66	100.0	40.6	43.8	7.8	7.8	15.6
Female	73	100.0	50.0	36.8	13.2	0.0	13.2
<b>Racial/Ethnic Group</b>							
White	104	100.0	39.8	41.8	13.3	5.1	18.4
African American	27	100.0	65.4	30.8	3.8	0.0	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	104	100.0	40.8	41.8	13.3	4.1	17.3
Disabled	35	100.0	58.8	35.3	2.9	2.9	5.9
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	138	100.0	45.0	40.5	10.7	3.8	14.5
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	45.2	39.5	11.3	4.0	15.3
<b>Socio-Economic Status</b>							
Subsidized meals	108	100.0	51.5	38.6	6.9	3.0	9.9
Full-pay meals	31	100.0	25.8	45.2	22.6	6.5	29.0

<b>Social Studies</b>							
All Students	139	100.0	48.5	39.4	12.1	0.0	12.1
<b>Gender</b>							
Male	66	100.0	45.3	37.5	17.2	0.0	17.2
Female	73	100.0	51.5	41.2	7.4	0.0	7.4
<b>Racial/Ethnic Group</b>							
White	104	100.0	45.9	39.8	14.3	0.0	14.3
African American	27	100.0	53.8	38.5	7.7	0.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	104	100.0	44.9	42.9	12.2	0.0	12.2
Disabled	35	100.0	58.8	29.4	11.8	0.0	11.8
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	138	100.0	48.9	38.9	12.2	0.0	12.2
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	47.6	39.5	12.9	0.0	12.9
<b>Socio-Economic Status</b>							
Subsidized meals	108	100.0	52.5	38.6	8.9	0.0	8.9
Full-pay meals	31	100.0	35.5	41.9	22.6	0.0	22.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	46	100.0	24.4	31.1	35.6	8.9	44.4
	4	50	100.0	19.6	50.0	28.3	2.2	30.4
	5	54	100.0	38.0	44.0	18.0	0.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	4.5	59.1	29.5	6.8	36.4
	4	46	97.8	14.3	42.9	40.5	2.4	42.9
	5	47	100.0	20.0	48.9	28.9	2.2	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	46	100.0	13.3	64.4	20.0	2.2	22.2
	4	50	100.0	17.4	41.3	28.3	13.0	41.3
	5	54	100.0	28.0	56.0	10.0	6.0	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	9.1	52.3	20.5	18.2	38.6
	4	46	100.0	20.9	39.5	25.6	14.0	39.5
	5	47	100.0	22.2	44.4	24.4	8.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	46	100.0	53.3	28.9	17.8	0.0	17.8
	4	49	100.0	51.1	24.4	13.3	11.1	24.4
	5	54	100.0	68.0	20.0	10.0	2.0	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	47.7	40.9	9.1	2.3	11.4
	4	46	100.0	32.6	46.5	14.0	7.0	20.9
	5	47	100.0	55.6	33.3	8.9	2.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	46	100.0	22.2	62.2	13.3	2.2	15.6
	4	49	100.0	37.8	51.1	11.1	0.0	11.1
	5	54	100.0	62.0	38.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	36.4	45.5	18.2	0.0	18.2
	4	46	100.0	39.5	44.2	16.3	0.0	16.3
	5	47	100.0	68.9	28.9	2.2	0.0	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 374)</b>				
First graders who attended full-day kindergarten	97.1%	Down from 97.5%	100.0%	100.0%
Retention rate	2.7%	Down from 5.4%	3.6%	2.8%
Attendance rate	96.0%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	12.6%	Up from 9.9%	7.2%	10.4%
On academic plans	39.4%	N/AV	40.8%	33.6%
On academic probation	0.0%	N/AV	0.3%	1.0%
With disabilities other than speech	10.4%	Down from 13.6%	8.8%	7.5%
Older than usual for grade	1.2%	Down from 1.5%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	32.1%	Down from 40.7%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 79.2%	87.2%	87.3%
Teacher attendance rate	94.6%	Up from 94.5%	95.1%	94.9%
Average teacher salary	\$40,486	Down 1.5%	\$42,210	\$42,485
Prof. development days/teacher	10.8 days	Down from 12.1 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 21.4 to 1	18.0 to 1	18.6 to 1
Prime instructional time	89.2%	No change	89.7%	89.7%
Dollars spent per pupil*	\$6,642	Down 5.9%	\$6,742	\$6,557
Percent of expenditures for teacher salaries*	58.5%	Up from 57.2%	63.7%	64.0%
Percent of expenditures for instruction*	63.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our mission at J. C. Lynch Elementary School is to recognize diversity and individuality among our students, while providing innovative educational experiences in a safe environment where students can learn to be responsible citizens and lifelong learners. Preparing students for the real world and developing good character are hallmarks of our school.

Students at J. C. Lynch Elementary School are provided numerous opportunities to develop positive character traits. Each month our school focuses on one character trait that is emphasized through reading and discussing stories and books at all grade levels. Our Parent Teacher Organization recognizes students through the Life Skills Award each month. These students are recognized on the morning television show and at each Award's Day ceremony. Students are also recognized for displaying good citizenship through our service learning projects.

J. C. Lynch Elementary School teachers diligently plan lessons to address a challenging standards-based curriculum. Our teachers attend study groups twice each month to improve their skills in teaching reading, working with children below the poverty line and providing differentiated lessons to students. A full-time Literacy Coach leads many of these staff development activities as well as provides intensive one-on-one coaching each day.

Academic achievement is at the forefront of everything that we do. Our students are challenged and continue to excel through an emphasis on assessment driven instruction. Students in grades two through five take the MAP assessment throughout the year. This formal assessment enables teachers to identify strengths and weaknesses of each student and plan instruction accordingly. Students who need additional assistance may receive Reading Recovery, small group intervention and before or after-school services.

For the fourth consecutive year, our school met all of the Adequate Yearly Progress (AYP) objectives. Although we have successfully achieved this goal, our staff will strive to maintain this high standard of excellence. This goal will continue to take the dedication of parents, community members, staff members and students. Our belief is that by putting our children and their academic needs first, we truly will leave no child behind.

Donna D. Goodwin, Principal  
Laura Ward, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	46	37
Percent satisfied with learning environment	100.0%	88.9%	79.4%
Percent satisfied with social and physical environment	100.0%	97.8%	88.9%
Percent satisfied with school-home relations	96.9%	88.9%	84.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.